Chapter 5

Conclusion

5.1 Conclusion

Through the comparison of “see, watch, and look at”, this study aims to show a teaching procedure in a corpora-based approach.

First, we confined the scope of research to the prototypical meanings of these verbs. It is believed that students should possess the basic knowledge about these verbs before they continue to learn other extended meanings.

The concordance lines were selected and carefully edited by the teacher to meet the needs of the course. In the beginning of the class, these concordance lines were shown to the students, who were divided into several groups to observe the regularities in the lines. Through a series of Q&A activities, students were guided to the key elements and word combinations in each sentence, and, therefore, they gradually figured out the core meanings of the verbs. These consciousness-raising tasks, combined with quizzes and complementary information about other usages of the verb, may provide students with comprehensive knowledge about the verb.

After the activities, some crucial information of the verbs was clearly exhibited. When you see something, you notice it using your eyes; you are an experiencer and
accidentally witness the event. When you *watch* someone or something, you look at them usually for a period of time, and pay attention to the movements. When you *look at* something in a particular direction, you direct your eyes in that direction; “line of sight” is the crucial factor in this action.

Other important facts were also mentioned. For instance, progressive aspect or imperative mood is only allowed to use on “watch” or “look at.” When you *see* something, the objects are usually concrete, which is not necessary in the case of “watch.” Besides, the entities to be *looked at* are often motionless; even when we are looking at an animate being, it is its state that we emphasize.

Lastly, some useful methods were presented to help distinguish the verbs. While some information about verbs has been revealed in this study, there are also pedagogical implications from it.

### 5.2 Pedagogical Implications

There have been many obstacles to the learning of English for EFL students in Taiwan. First, memorizing Mandarin equivalents is often the way they are taught to learn English vocabulary. The importance of context is often neglected, which in turn leads to the fact that students are deprived of the opportunity to see the real use of the word. In this study, authentic examples were provided by the corpora, and quizzes
were conducted in the form of passages; all of these were intended to demonstrate a right way to learning English.

In addition, the activities designed in this study also aimed to improve the interaction between the teacher and students. Through the participation in the activities, students are less likely to do nothing throughout the class. This is especially beneficial to Taiwanese students. In most cases, they are just listeners, so it is not surprising to hear them say that the courses are tedious. However, when students act as participants and are responsible for the class discussion, they will try to fit in to the activities and make contributions.

The improper arrangement of courses is another important topic to be emphasized. Just like acquiring the mother tongue, when people learn a foreign language, the core meaning of words should always be learned first. However, according to the data we have collected, some of the arrangements in junior high school textbooks apparently violate the principle, which makes English learning a troublesome task.

5.3 Limitations of the Study

Despite the elaboration, there are inevitably some limitations in this research. First, only a few concordance lines were collected and analyzed. Time limited, and it
would be much more difficult to analyze more data in a short period of time. Hence, for each verb, we collected dozens of examples but only showed ten of them or so which we thought would be representatives of the usages of the verb. In addition, the activities after data observation were only conducted in some ways. With more types of activities, students might be likely to learn even better in a short time.

Second, because the research aims to help junior high school learners, it only dealt with core meaning of each verb. If other extended meanings continued to be investigated, the study would be more completed and, thus, beneficial to as more learners as possible. In addition, also for the effectiveness of teaching, we have not yet dealt with the use of “watch” and “look” as nouns and tentatively neglected the fact that “watch” and “look” are also nouns, but “see” is not.

Besides, for students who are not advanced enough to deal with raw data by themselves, teachers may need to spend more time selecting and editing the concordance lines. This problem has long existed in DDL. However, there are far more advantages than disadvantages in DDL, so it is still worth these teachers’ while to adopt DDL in language teaching.

Last but not least, the concordance lines were only analyzed in a way that is more acceptable to junior high school students. If they could be analyzed from more perspectives, the results could have been more interesting and even different.


5.4 Suggestions for Future Research

Based on the limitations mentioned above, there are some suggestions for future research. First, analyses from larger numbers of concordance lines could make the results more convincing. Second, considering the benefits they can bring to Taiwanese EFL learners, more researches on extended meaning of these verbs are highly recommended. Moreover, for those who are interested in the consciousness-raising tasks, it is suggested that more activities be designed to make the best of the valuable data from corpora, and researches on other words which are similar in meaning or usages, e.g. listen and hear, are also suggested.

Most important of all, it is recommended that junior high school English teachers adopt this method and do researches on the effectiveness of it. With its actual practice in classrooms, the methodology can be examined and thus be modified to benefit more and more learners.